



A J Lewis Greenview Elementary

726 Easter Street
Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	438 Students	
Principal	Delores W. Gilliard	803-735-3417
Superintendent	Dr. Percy Mack	803-231-7500
Board Chair	Wendy Brawley	803-231-7556

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Average	Good
2006	Below Average	At-Risk
2005	Average	At-Risk
2004	Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

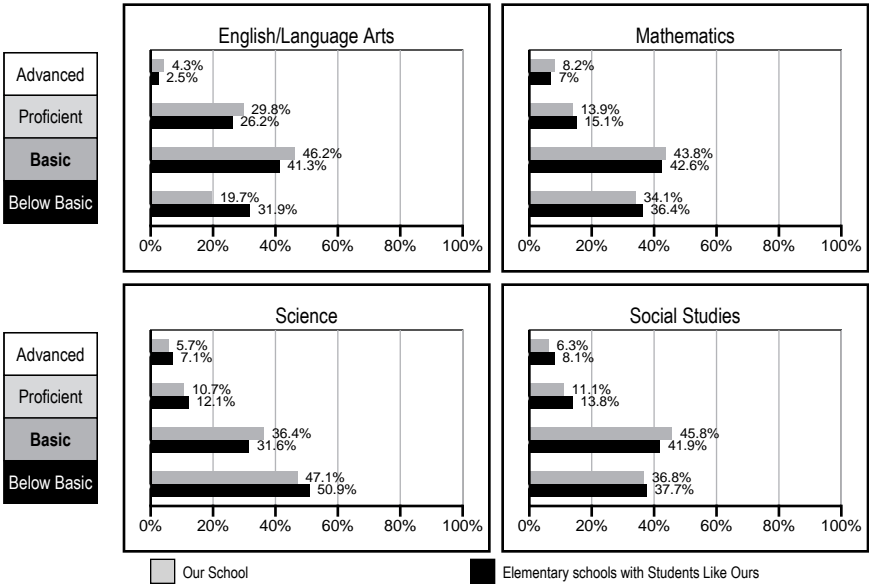
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	11	63	37

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=438)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 1.6%	3.0%	2.3%
Attendance rate	97.4%	Up from 97.0%	96.0%	96.3%
Eligible for gifted and talented	7.3%	Down from 12.0%	4.3%	10.4%
With disabilities other than speech	5.2%	Up from 4.1%	8.0%	7.5%
Older than usual for grade	0.0%	Down from 0.6%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	66.7%	Down from 77.8%	53.3%	56.7%
Continuing contract teachers	72.2%	Down from 80.6%	70.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.7%	Down from 93.5%	83.5%	86.4%
Teacher attendance rate	95.8%	Up from 95.1%	94.9%	94.9%
Average teacher salary	\$51,049	Down 0.3%	\$43,860	\$45,345
Professional development days/teacher	14.7 days	Down from 26.7 days	13.3 days	12.6 days
School				
Principal's years at school	12.0	Up from 11.0	3.0	4.0
Student-teacher ratio in core subjects	12.6 to 1	Down from 19.9 to 1	17.0 to 1	18.5 to 1
Prime instructional time	90.9%	Up from 90.2%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,437	Up 6.6%	\$7,820	\$7,052
Percent of expenditures for instruction*	82.9%	Up from 82.6%	69.1%	69.1%
Percent of expenditures for teacher salaries*	77.1%	Up from 75.9%	62.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

A. J. Lewis Greenview Elementary School made significant progress during the 2007-2008 school year.

This school year teachers in grades K-3 continued implementing best practices as outlined in the Reading First Grant to ensure that all students are proficient readers by third grade. Teachers completed their fifth year working collaboratively in professional learning groups to build a common focus on student learning, design better tests, and identify curriculum areas needing attention to improve student achievement. The school continued its partnership with Palmetto Health and the USC Department of Pediatrics to promote healthy eating habits and improve daily exercise for students in grade three. Other highlights include three Odyssey of the Mind teams winning first place honors at the state competition thereby qualifying them to compete in the World Finals Competition in Lansing Michigan. One of the three teams went on to win first place at World Finals in Michigan.

2007 PACT results showed an overall improvement in all four content areas with the school raising their Absolute and Improvement Rating. The school will continue professional development training for teachers in High Yield Strategies in order to continue raising student achievement in the areas of science, social studies, and math. In addition, use of the SuccessMaker, a computerized program, to assist students in reading and math was extended. This allowed students in grades four and five to receive extensive remediation in the content areas before, during, and after school. Leveled texts were provided for all students in grades K-5 to improve reading achievement.

Additional interventions included after-school improvement classes in math, reading, social studies, and science; retired teachers working with identified students in grades four and five during the regular school day; emphasizing raising academic achievement in math and reading; CD and Kindergarten students using Breakthrough to Literacy to develop the skills necessary to become competent readers; first, second, and third graders receiving small-group literacy instruction; and incorporating flexible grouping throughout the school to assist students experiencing difficulty with identified skills.

Challenges continuing to face our school include drastic changes in community demographics; single parents or extended family members heading households; and a growing number of grandparents serving as the primary caregivers to students attending the school. Our overall goal is to focus efforts on meeting the academic needs of all students in our changing community.

Delores Gilliard, Principal
Christine Wallace, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	55	31
Percent satisfied with learning environment	97.0%	85.5%	93.3%
Percent satisfied with social and physical environment	100.0%	81.8%	90.0%
Percent satisfied with school-home relations	81.3%	96.4%	86.2%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	226	100	19.7	46.2	29.8	4.3	51	41.2	48.2	Yes	Yes
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Gender

Male	106	100	23.5	44.9	29.6	2	50	35	41.7	N/A	N/A
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Female	120	100	16.4	47.3	30	6.4	51.8	47.5	55	N/A	N/A
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Racial/Ethnic Group

White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
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African American	225	100	19.8	46.4	29.5	4.3	50.7	33.3	31.7	Yes	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	29	100	37	40.7	22.2	0	25.9	14.1	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.2	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	195	100	21.4	47.3	27.5	3.8	48.4	31.2	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	226	100	34.1	43.8	13.9	8.2	32.7	34.9	45.8	No	Yes
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Gender

Male	106	100	38.8	42.9	9.2	9.2	31.6	33.8	45.6	N/A	N/A
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Female	120	100	30	44.5	18.2	7.3	33.6	35.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
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African American	225	100	34.3	43.5	14	8.2	32.4	25.8	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	37.9	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	29	100	74.1	18.5	7.4	0	7.4	12.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.3	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	195	100	37.4	42.3	13.2	7.1	31.3	24.6	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	152	99.3	47.1	36.4	10.7	5.7	16.4	25.3	35.7	97.4	96.1
Gender											
Male	71	100	51.5	33.3	9.1	6.1	15.2	26	37.4	97.1	95.8
Female	81	98.8	43.2	39.2	12.2	5.4	17.6	24.6	33.8	97.7	96.3
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	95	96.3
African American	151	99.3	47.5	36	10.8	5.8	16.5	16.4	17	97.4	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	96.6	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	94.6
Disability Status											
Disabled	16	93.8	73.3	26.7	0	0	0	8.9	14	97.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.2	24.4	N/A	96.7
Socio-Economic Status											
Subsidized meals	133	99.3	50.4	35.2	9.6	4.8	14.4	15.1	21.1	97.4	95.8

Social Studies

All Students	156	100	36.8	45.8	11.1	6.3	17.4	27.2	34	97.4	96.1
Gender											
Male	74	100	32.4	44.1	14.7	8.8	23.5	28.1	36.6	97.1	95.8
Female	82	100	40.8	47.4	7.9	3.9	11.8	26.2	31.3	97.7	96.3
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	95	96.3
African American	156	100	36.8	45.8	11.1	6.3	17.4	18.2	19.1	97.4	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	96.6	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	94.6
Disability Status											
Disabled	21	100	55	45	0	0	0	9.7	14.4	97.3	95.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	N/A	96.9
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	N/A	96.7
Socio-Economic Status											
Subsidized meals	135	100	40.9	43.3	11	4.7	15.7	16.8	21	97.4	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	76	98.7	13	29	50.7	7.2	58
	4	62	100	13.3	45	40	1.7	41.7
	5	77	100	26.8	47.9	25.4	0	25.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	85	100	11.5	42.3	38.5	7.7	46.2
	4	82	100	18.4	47.4	30.3	3.9	34.2
	5	59	100	33.3	50	16.7	0	16.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	76	100	28.6	48.6	15.7	7.1	22.9
	4	62	100	18.3	33.3	30	18.3	48.3
	5	77	100	39.4	36.6	11.3	12.7	23.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	85	100	39.7	48.7	9	2.6	11.5
	4	82	100	31.6	35.5	18.4	14.5	32.9
	5	59	100	29.6	48.1	14.8	7.4	22.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	37	100	32.4	50	17.6	0	17.6
	4	62	100	31.7	28.3	21.7	18.3	40
	5	39	100	61.1	33.3	5.6	0	5.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	41	56.4	2.6	0	2.6
	4	82	100	47.4	31.6	11.8	9.2	21.1
	5	28	96.4	56	20	20	4	24
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	39	100	19.4	72.2	5.6	2.8	8.3
	4	62	100	36.7	50	8.3	5	13.3
	5	38	100	28.6	34.3	28.6	8.6	37.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	33.3	64.1	2.6	0	2.6
	4	82	100	38.2	44.7	13.2	3.9	17.1
	5	31	100	37.9	24.1	17.2	20.7	37.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A–Not Applicable

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